



# Leading a School in a Montreal Disadvantaged Community

October 18, 2019



**EVERYONE**  
**CAN LEARN**  
and **SUCCEED**



AMSFA's Mission : Contribute to the educational success of all students from Montreal's disadvantaged communities

**Values:**  
**Equality (of opportunity and for success), equity and social justice provides the foundation for our practices**

Predictors of Success: Literacy, Numeracy, School Engagement



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# Equity

Equity is achieved when biased or unfair policies, programs, practices, or situations are examined and corrected in order to contribute to equality in educational success.

# Social Justice

Social justice is a concept which fights for the right of every individual to have opportunities available in the society, no matter the class, age, gender, race, ethnic origin, or socio-economic status.

# Why is it important to address social justice in our schools?

- Systems and structures are not neutral.
- Our education system helps to maintain forms of oppression and injustice that impede social justice.
- False beliefs, prejudices, negative attitudes, thoughts or speeches about deficits are present in our schools for students and families.
- The education system can change injustices, play a key role in the process of change towards greater social justice.



"The education system can remedy these injustices by the exploration, recognition, and negotiation of differences and by providing a safe environment. Here each person can be openly different, fully participate in and contribute to school life, have their needs met, and learn and succeed at high levels. "

Archambault et Harnois (2010)

# How do we view our students?

- Beliefs
- Capacity vs Opportunity
- Deficit thinking
- Lowering expectations
- Achievement gap



# Having high expectations means...

- Asking ALL students the same amount of questions
- Giving more accurate and meaningful feedback
- Addressing ALL students
- Giving the time required to answer
- Giving the same evaluation opportunities
- Providing the same verbal and non-verbal communication to ALL students

Christine Rubie-Davies



High expectations for all students from disadvantaged areas nurture the development of their full potential and leads to true social justice in education.”



(Archambault et Harnois, 2010, p.6)

# Documents

- *Managing a Low Socioeconomic Status School: Research-based Characteristics of Effective Schools*
- *Leading a School in a Disadvantaged Area*
- *Social Justice in Education*



# *Managing a Low Socioeconomic Status School: Research-Based Characteristics of Effective Schools*

(Jean Archambault, Université de Montréal, June 2006)

- A clear and shared vision
- The school environment
- A strong focus on learning
- A moral and ethical leadership based on social justice
- A school organization that supports learning
- Collaboration - a team effort
- A relationship with parents
- A partnership with the community
- Professional development
- Use of data for a better management

# *Leading a School in a Disadvantaged Area*

(Archambeault, Garon, Harnois, Ouellet, 2011)

- Theme 1: The characteristics of high performing schools in disadvantaged areas
- Theme 2: The characteristics of high performing schools in disadvantaged areas and the leadership strategies used
- Theme 3: The different approaches to leadership in education
- Theme 4: Knowing about and understanding poverty

# *Social Justice in Education*

(Archambeault et Harnois, 2010)

- Key points drawn from the scientific and professional literature (on the role of the school principal in disadvantaged areas)
- Results of the research revealed an important characteristic of the leadership of school principals in disadvantaged areas: their leadership was centered on **social justice**.



Thank you!